B

Albuquerque Public Schools

Technology Master Plan

Student Achievement

Process for Educating

Business of Education

Technology Infrastructure
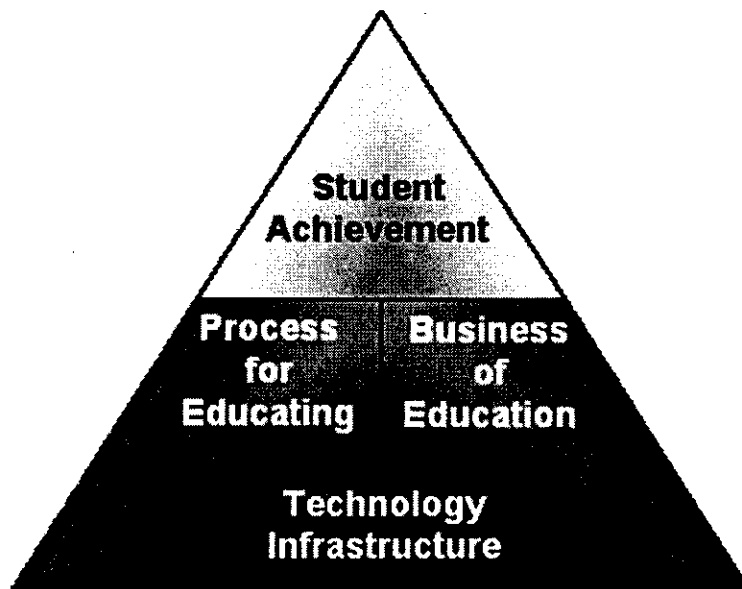
Version 2.0

July 1, 2002

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A MESSAGE FROM THE EXECUTIVE DIRECTOR (TOC)

Today's learning environment goes beyond the traditional classroom. From the classroom or from home, students now have the ability to actively choose their educational options. Technology is not only a medium that facilitates a student's learning, but adds excitement and interest to their curriculum. By having our district's instructional strategy appropriately supported by technology, the students of Albuquerque Public Schools (APS) will be best positioned to reach higher levels of student achievement and develop the critical life and work skills required to be productive citizens of our global community.

The ultimate goal for our students is increased achievement. We at APS want to prepare our students for the future and enable them to be successful. The world we live in today requires students to have a functional knowledge of technology to be contributing members of society. We must provide our students with the tools, experiences and opportunities necessary to become critical thinkers with the ability to adapt to our constantly changing environment.

Since we are an education organization, learning occurs at all levels throughout APS. Although our focus is always on the student, the on-going professional development of our teachers must be a priority, so that they can provide the best instruction possible to each student. A large part of the best practices in today's classrooms involve technology. With professional development programs such as Raising Educational Standards, Professional Excellence & Communication through Technology (RESPECTT), teachers are learning how to integrate technology into their classrooms. As we continue to integrate technology throughout our organization, to meet the unique needs of our students and community, we will develop our own best practices. As an organization, we will discover how technology can be used to transform the way teachers teach and students learn. From these collective experiences, we believe we will be uniquely positioned as the nation's foremost leader in the area of instructional technology, allowing our students to be among the best available to employers and colleges.

Parent and community involvement is also a critical factor for student success. Parents' roles are also evolving with the use of technology. Through the use of the Internet and e-mail, parents have new ways of communicating with APS teachers, administration, and the school board. Parents now have more opportunities to participate in their child's academic progress and achievements. We must use technology to provide parents with these additional opportunities.

Given the importance we, as a district, place on technology, it is our responsibility to develop a technology plan that allows us to embrace technology and prepare our students for the future. This plan represents the collective input of a multitude of people throughout APS, including teachers, principals, parents, and administrative personnel.

It is critical to understand the purpose of this Technology Master Plan. The plan will facilitate implementation of technology, in a strategic fashion, throughout the district in support of student achievement and enhanced life and work skills. The TMP provides the roadmap for this process in direct support of instructional plans. The TMP is not a guide for instruction. It does not tell teachers or administrators how to do their jobs, but rather suggests tools that can be incorporated into instruction to enhance the learning environment and support the Process for Educating, providing appropriate funding and support for the acquisition and use of these tools.

We hope that you will all share our enthusiasm about this plan and join us in congratulating those who worked on its development and continue to guide its implementation. We believe that this plan will support our on-going efforts to improve the APS community and "put us on the map" for technology excellence. More importantly, this plan outlines exciting opportunities for APS to continue to provide a quality education for learners of all ages.

Sincerely,

Thomas Ryan,
Executive Director for Technology

DOCUMENT HISTORY (TOC)

This plan is a "living" document. It is updated yearly to reflect the accomplishments of the prior year, document changes in the plan due to new technologies and lessons learned, and project another year into the future.

Date	Document Action
September 21, 2001	V 1.0 published and approved by the Board of Education
July 1, 2002	V 2.0 published to reflect coming year's activities

DEPARTMENT VALUES

1. LEARNER FOCUS
Great learning happens when the focus of instruction is on the learner.

2 LEADERSHIP
Active leadership must be valued, and enlivened in everyone.

3. VISION
Vision is the result of dreaming about the possibilities then planning for them to happen.

4. TRUST
Trust is the result of commitments realized.

5. RELATIONSHIPS
Great teaching and learning opportunities are built upon positive relationships.

6. PASSION/INSPIRATION
Care enough to inspire others to care.

7. CELEBRATION
Celebrate success.

8. CONTINUOUS IMPROVEMENT
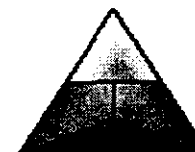Lifelong learning depends on continuous improvement

SECTION 1: INTRODUCTION (TOC)

This section sets the conceptual stage for the rest of the document. It describes the district's **model for technology**, which combines both instructional and administrative components, supported by infrastructure, in order to advance student achievement. It details the **stages** through which technology implementations pass, ultimately supporting an environment in which technology enables the transformation of instructional and business practices. It presents the **key components** for reaching the transformation stage, acknowledging that it is only through the combination of people, processes, and technology, guided by strategy, will the transformation occur. Finally, this chapter outlines the **structure** for the rest of the document, providing a guide for the reader.

1.1 THE GOAL OF THIS PLAN

Technology is a critical component of Albuquerque Public Schools' (APS) overall instructional strategy. However, it alone cannot address all of the challenges faced by our district. **It is the function of this plan to support District goals with appropriate technology** and not to duplicate or replace functions within the district. This Technology Master Plan (TMP) describes how technology can be implemented in support of our current and future instructional and administrative activities.

Rather than focusing on goals of its own, this plan describes projects and major activities that are performed in support of district goals. As explained later in this chapter, this plan is structured according to a model of education that includes Student Achievement, Business activities, Classroom activities, and the infrastructure that supports them. The following matrix below shows how the technology projects and major activities relate to district goals and the model of education used in this plan.
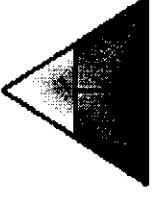
|	Student Achievement	Process of Educating	Business of Education	Technical Infrastructure
	Those technology things that directly impact student learning	*Those technology things that impact instruction*	*Those technology things that impact district operations*	*Those technology things that support the other three components*
Goal 1: Students demonstrate academic excellence	**SA-1:** Purchased Virtual School Content	**PE-1:** Handheld R & D – focused on teachers and administrators		**TI-1:** Student computer refresh
	SA-2: APS-developed Virtual School Content			
	SA-3: Classroom software standards			
	SA-4: Handheld R & D – focused on students			
Goal 2: All ninth-graders graduate within 3-5 years of completing 8th grade	**SA-5:** Integrated Learning Systems (Novanet, CCC)			
Goal 3: All school have a safe and secure learning environment	**SA-6:** Student learning portal			**TI-2:** District portal
				TI-3: Network monitoring
				TI-4: Wiring schools
				TI-5: Enterprise security
Goal 4: The district demonstrates 100% alignment of programs and the budget to district		**PE-2:** RESPECTT phase II	**BE-1:** Integration of technology with other departments (ACT2000, WinOcular)	**TI-6:** EPSS alignment with technology

	Student Achievement	Process of Educating	Business of Education	Technical Infrastructure
priorities		PE-3: Integration of technology with other departments (A2L, Athena)	BE-2: Performance-based budgeting	TI-7: Communication plan
		PE-4: EPSS technology alignment with instructional goals	BE-3: Lawson ERP	TI-8: Data equipment moves
			BE-4: HR/Pay	TI-9: E-rate funding and planning
			BE-5: Communication coordination	TI-10: VOIP
			BE-6: Time and attendance	TI-11: Department reorganization, to include internal professional development
				TI-12: Data warehouse
Goal 5: A mutually agreed-upon continuum of APS, parent, and community partnering is demonstrated at all levels		PE-5: Learning Portal		
Goal 6: School community satisfaction with APS is 90% on approval ratings				

	Student Achievement	Process of Educating	Business of Education	Technical Infrastructure
Goal 7: APS employees demonstrate high performance		PE-6: Ongoing RESPECTT program	BE-7: Business Portal	TI-13: SIS infrastructure
		PE-7: SIS role in the classroom	BE-8: Improved SIS processes	TI-14: Technical support center
		PE-8: Online resources for teachers	BE-9: Administrative systems' WBT	TI-15: Staff computer refresh
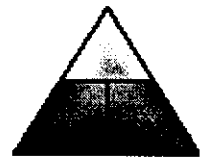
Many of the activities and major projects in the matrix are owned by other departments within the district. The Technologies department supports these projects and has responsibility for integrating the data from each of them into a district data resource. The Technologies department does not own the process definitions nor the content of professional development related to these major systems. The activities in this plan, therefore, describe the support and integration that is provided by the Technologies department, and are not comprehensive plans for projects owned by other departments.

> Throughout this document, these information boxes will highlight key concepts, trends, terms, ideas, or innovations that will broaden the reader's understanding of APS' Technology Master Plan.

In the same fashion, this document exists to support our current instructional strategy. It does not dictate how and what should be taught to learners. Instead, it can be considered a "roadmap" that will provide direction for our technology efforts, aligned with our instructional strategies.

We have created a Technology Master Plan that best fits our organization, our needs, and presented in a manner most appropriate for APS. It is important for all of our stakeholders to understand the overall purpose and design of this plan. The table below presents what the technology master plan is and is not with the hopes of setting realistic expectations for the reader of this document.

This TMP is...

- An outline of APS' technology vision for the next 3-5 years in line with APS' Instructional Strategy
- A plan that details a strategy for implementation of technology efforts throughout the organization in support of student achievement and increased life and work skills
- A plan that coordinates and aligns the technology efforts between all of APS' key functional areas
- A plan that provides a description of APS' future organization-wide IT infrastructure environment
- A plan that outlines and prioritizes critical technology initiatives
- A "living" document that must be reviewed, reassessed, and revised each year as the organization's objectives and strategies evolve

This TMP is not...

- A guide for instruction
- An instructional strategy plan
- A plan that tells teachers or administrators how to teach or what to teach
- An in-depth review of every functional area and program
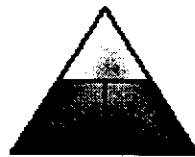
1.2 THE MODEL OF EDUCATION

This plan is based on a model of education that includes both instructional and administrative components. The triangular logo that is used to describe the plan represents that model. The model is explained in this section.
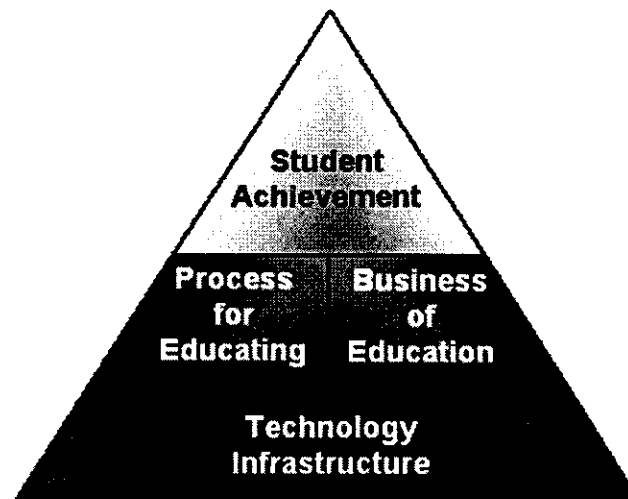
Student achievement is the critical focus for APS. Every activity that is carried out throughout APS must be in support of increasing student achievement and building life and work skills. Student achievement is supported by well-coordinated teaching (The Process for Educating) and administrative processes (The Business of Educating) and appropriate technology infrastructure (Technology Infrastructure).

Each of these components is addressed in a chapter of this plan, with specific emphasis on how they are supported by technology. This Model of Education is a graphic representation of the guiding principle of this plan -- all technology within the district, whether in a classroom or administrative office, should exist to enhance and support the learning of the district's children.

1.3 IMPLEMENTATION STAGES LEADING TO TRANSFORMATION

Technology implementation passes through three stages. These stages progress from simply augmenting current practices with technology to the final stage in which technology assists the district in transforming its instructional and administrative practices. The goal of this plan is to move every aspect of technology use within the district to the transformation stage.

In its final, transformational stage, technology can support many of APS' goals. Some of those goals are:

- Increase student achievement
- Move towards students becoming independent learners
- Develop educators to be integrators of complex and innovative curricula
- Engage parents and communities to be ardent supporters and drivers of our efforts

To achieve these goals, we must fundamentally change, or transform the way we teach and how we manage our district. To help illustrate this transformation, we refer to the Transformation Model as a guide. There are three stages in this model: Awareness, Adapting, and Transformation.

APS Today   Where we need to be
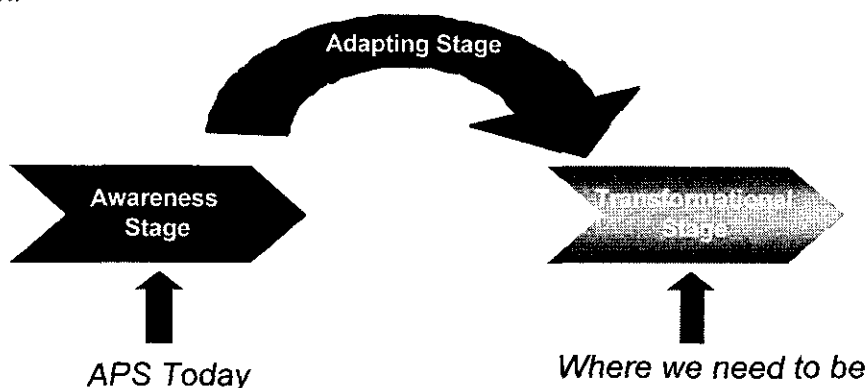
In the **Awareness Stage**, the focus is the generation of an awareness of the need for change itself and that the use of technology can support increased student achievement. Common activities within this stage include numerous discussions focused on understanding technology concepts and casual or experimental use of technology tools. Examples of Awareness activities within APS includes:

- Students type assignments using a word processing program
- Teachers and assistants work with students in the computer lab
- Administrators experiment with using email to communicate

Currently, much of our organization is in this stage of the Transformation Model.

The **Adapting Stage** serves as a transitional period for individuals to develop a better understanding of technology. This stage provides time for the learner to understand the use of technology by applying it to everyday tasks and processes. In this stage, technology mimics typical practices by making them easier, faster, or more accurate. Professional Development typically focuses on the adoption of technology into their everyday activities and skill development with specific applications. Examples of Adapting activities include:
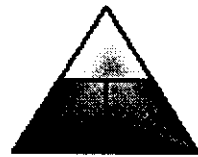
- Students using presentation software to report to the class
- Teachers use a grade book program for grades
- Administrators gather and track discipline information in an electronic database instead of on paper
- Parents use e-mails to communicate directly with their child's teacher
- Our teachers, students, and staff are aware of the need for increased student achievement and are experimenting with integrating technology into the classroom to support their efforts.

The danger exists, however, that people will not move beyond this stage to Transformation. Without moving to Transformation, we risk doing the same things we have always done, but with expensive equipment.

Ultimately, we must move to the **"Transformation Stage"** through the pervasive and integrated use of technology and the willingness to fundamentally change the way we teach and work. In this stage, users focus on creative methods to achieve goals and objectives and not on the technology. The user has mastered how to understand and integrate technology to achieve new levels of learning. The focus is no longer on learning software applications but on effectively addressing literacy, math, and transformed business practices. In this stage, people are using technology to do things they would otherwise not be able to do. Some examples of the potential of the Transformation Stage include:

- Students take ownership for learning and classrooms become student centered, fundamentally changing the teacher/learner relationship
- Team learning and interdisciplinary projects are commonplace
- Parents are connected and engaged in the everyday classroom environment through educational portals
- Administrators have access to resources which allows them to make data rich decisions in a real-time environment

The purchase of expensive technology will not guarantee successful Transformation. Transformation will occur through our organization's desire and ability to change our longstanding organizational culture and processes. Technology will be employed to support such a change.

1.4 KEY COMPONENTS OF TRANSFORMATION

To arrive at long-lasting, positive organizational transformation, our organization must effectively address four key components: Strategy, People, Process and Technology. Technology is only one of the four components. For APS, we must align and integrate these components for the greatest opportunity to reach our goal of increased student achievement. During our TMP

development process, strong consideration was given to each of these components to ensure proper alignment and integration.

Strategy - Our district strategy must be focused and well articulated to align all activities throughout the District and provide the impetus for change. Strategy is clearly the driver of the other three components and is the foundation of the plan.

> The district's Redesign Essentials for Elementary, Middle, and High Schools can be found in the Appendix.

To carry forth the strategy, we, as a district, have developed the Redesign Essentials. Instructional Redesign Essentials enable teachers to implement a learner-focused classroom, while the Structural Redesign Essentials work to support the learner-focused concept. These Redesign Essentials are actionable steps that were developed by our key stakeholders. In addition, these Redesign Essentials are an articulation of APS' instructional strategy and provides us with a framework within which we can assess our progress while providing specific direction and focus. This Technology Master Plan has been designed to align with and support the Instructional and Structural Redesign Essentials to begin the transformation of teaching and learning in the district.

As each school develops it Educational Plan for Student Success (EPSS), the school team indicates how technology will support each Redesign Essential. A summary of the technology requirements within the EPSS forms the basis for each school's technology plan. These individual plans are reviewed and integrated to form the basis for this, the district's plan.

People - People should be empowered with the knowledge, experience, skills and tools they need to be effective and productive to support increased student achievement. As APS enters a new century of education, it is imperative that we create an environment that meets the ever-changing and diverse needs of learners of all ages. We believe our APS personnel have the ability to meet the changing needs of our organization. However, appropriate and adequate levels of time, resources, and professional development must be allocated to facilitate the massive cultural change we will experience as we infuse technology throughout our organization. The role of students, teachers, administrators, district staff and parents will change and each stakeholder group must take responsibility for transforming to this new and ever-changing education environment.

The most important way to address the People component is through effective professional development. For example, through professional development, teachers will have greater understanding of the tools available to them to transform the learning environment; administrative functions can be streamlined, making it easier for the organization to accomplish its goal of education. Greater knowledge, awareness, and availability of the capabilities of technology will empower district stakeholders to create innovative positive change within APS.
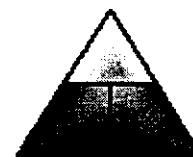
Process - The process component is critical in improving the overall efficiency and productivity of our district operations. New streamlined processes will foster effective and efficient decision-making. Process can be considered the "glue" that holds the other three components together. Without clear processes in place, valuable time and resources are squandered at the expense of the learner. While the focus in this plan is student achievement, it is the clearly defined processes, which will allow APS to quickly adapt to the multitude of changes that are part of today's fast-aced and ever-changing world. Consideration of streamline and efficient processes must drive technology selection, implementation, and integration.

Technology – Technology should not drive instruction. It should support the transformed teaching and administrative processes of our district and should facilitate the information collection, analysis, and decision-making process throughout APS. We must provide our educators with the technology tools necessary to infuse technology into our everyday standards based instruction. These tools and their implementation must be aligned with our overall instructional strategy.

We will discuss each of the items in the following table in each section of the TMP.

	Process for Educating	Business of Education	Technology Infrastructure
Strategy	Professional Development	Implement new systems	Install technology infrastructure
People	RESPECTT	Implementation Process and Training	Implementation Process and Training
Process	Systemic improvement model	Reengineering with Best Practices	Reengineering with Best Practices
Technology	Provide Computers and Access	New Computers, Servers and Applications	Computers, networking, and Internet access

1.5. STRUCTURE OF THE TMP DOCUMENT

The Technology Master Plan is APS' roadmap for implementing technology. The plan supports our instructional strategies and establishes technology tools and processes that district stakeholders can utilize to support learning and knowledge sharing in our community. This plan is organized in the following sections.

Section 1: Introduction provides an overview of the TMP document and the district's philosophies and models driving the TMP development and implementation.

Section 2: The Focus on Student Achievement presents the focus and foundation on which we have built this plan. It provides the reasons why the infusion of technology into our district can transform the way we teach and the way we manage our organization. It connects this transformation to our ultimate goal of increased student achievement. There are several technology projects that directly affect student achievement. They are briefly described in this section and explained in more detail in Section 6.

Section 3: The Process for Educating addresses our core competency of teaching. It describes processes that, when implemented, will provide educators with opportunities to integrate technology into everyday standards based instruction. It also describes support systems that address APS' need to effectively collect and manage relevant data about students. This section briefly describes the projects that are undertaken to support the Process of Education. These projects are explained in more detail in Section 6.

Section 4: The Business of Education addresses the technology required to support the business and human resource functions within APS. While these areas don't directly touch the student, these functions have a tremendous impact on the learning environment. This section briefly describes the projects that are undertaken to support the Business of Education. These projects are explained in more detail in Section 6.

Section 5: The Technology Infrastructure section discusses the underlying technology infrastructure and related policies, security and procedures that will enable the use of technology throughout APS. This section is critical to the integration of all the components of the Model of Education. This section briefly describes the projects that are undertaken to support the Technology Infrastructure. These projects are explained in more detail in Section 6.

Section 6: Project Descriptions section contains the details for each of the projects outlined in the previous sections.

Section 7: Cost and Funding Plan section provides cost and funding details related to the major projects addressed in the plan

Section 8: The Appendices compiles other relevant TMP information.

A summary of projects discussed within each section will be presented in a table format at the end of each section. Each item will be identified with a TMP ID and number as well as a brief description as shown in the example below.

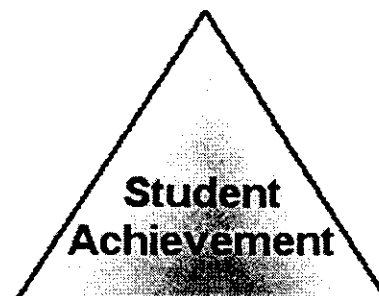| TMP*	#	Critical District Activities
XX	1	*Implement a district-wide **Document Management System** to reduce the overall amount of paper-based documentation generated and stored.*

*XX – TMP Section Identification

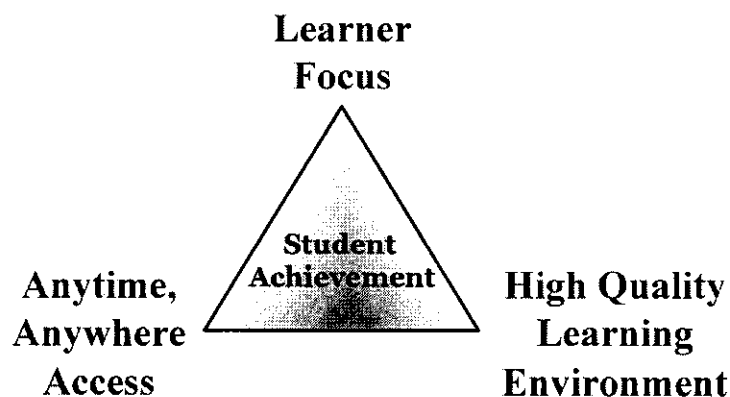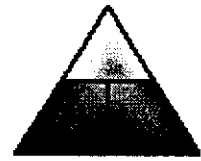# SECTION 2: FOCUS ON STUDENT ACHIEVEMENT (TOC)

2.1 HOW CAN WE TRANSFORM STUDENT ACHIEVEMENT

Student achievement will be transformed when each student is responsible for their own learning and has access to a rich variety of instructional material. To that end, technology can provide support by focusing on the learner, rather than the technology itself, and by providing a high quality learning environment that can be accessed anytime from anywhere.

However, providing these technology-based instructional resources cannot happen in a vacuum. The best understanding of instructional needs is at each school, closest to the student. Each school has an Educational Plan for Student Success (EPSS). In these plans, schools identify the technology support that will be required for each activity. The Technologies department gathers and reviews these technology requirements in order to ensure that this plan will support the goals for each school.

This section provides the structure for how technology can provide support to individual student learning, as required by school plans. To this end, one of our primary functions is to provide the resources, environment, and direction that our students need. As mentioned above, this section describes three specific areas in which we believe technology is critical to supporting increased student achievement.

Learner
Focus

Anytime,
Anywhere
Access

Student
Achievement

High Quality
Learning
Environment

Learner Focus - Any plan to increased student achievement must be built upon a focus on the learner. The Learner Focus emphasizes that our students do not gain solely from being taught; however, they also benefit from having the impetus to seek to learn and gain knowledge. Keeping this focus at the forefront of this plan ensures that the activities specified in this plan all support increased student achievement.

Technology enables the role of the learner to dramatically improve. Learners must be responsible for their learning experiences and develop the skills to become information literate. Student centered, real world, multimedia, collaborative learning environments will empower students to achieve and thrive in an information-based society. It is clear that public education must provide these learning environments for all students.

Students, from a very early age, are exposed to technology. Television, video gaming, computers and a myriad of technology enhancements, have changed the way students learn. In order for our children to be successful, in their future, they must understand how to make technology work for them to enhance their learning. They must be prepared to compete with others from around the globe. If we expect children to be prepared for their future we must integrate the use of technology into our classrooms and assure that ALL students understand and use technology resources. Our classrooms and the activities in them must be transformed.

High Quality Learning Environment – A high quality-learning environment will have essential learning elements properly aligned and integrated. In many ways, this high quality-learning environment is what one might envision when asked what will education look like in the future.

Although the information students need to learn has dramatically increased, the length of the school day and the number of days of school has remained virtually unchanged for the last 100 years. In fact, our classrooms look almost identical to classrooms from the past. The learning environment must be designed to take advantage of the opportunities that technology brings for improved learning whether inside the school building, at home, or out of town. Students will need to access learning resources and information in the classroom and from home as the technology enables us to expand the school day. This environment will address these key elements of learning:

- High Quality Content
  Students, teachers and parents must have access to high quality content. If learners are to take responsibility for their learning, then they must know what must be learned. In a standards based system expectations for each class are available to students, teachers and administrators.

- Rich Online Resources
  The district provides online resources that can be accessed by the learner wherever the learner is studying. The district already owns district-wide licenses for several online
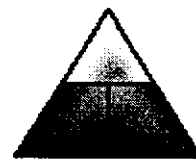
resources such as Proquest and Worldbook Online. A resource website has been developed to provide support to students, parents and teachers at www.aps.edu.

- **Highly Skilled Teachers**
  Teachers are the heart of any educational institution. They must be equipped with the tools and understanding necessary for student success. Teachers need those tools to access information as well as use these tools to impact the learner.

- **Education Portal**
  The education portal will be the one stop shop for the APS educational environment. Students, teachers, administrators, and parents will be able to design their electronic desktop to access relevant learning information.

- **Student Electronic Portfolios/Assessment**
  Portfolios help people display the quality of their work. Student Electronic Portfolios provides the ability to communicate student best practice easily and efficiently. Accessed through the education portal students will capture and build upon their best work through out their education. Tied into a standards based system electronic portfolios provide a more comprehensive look into the work of each students. Online assessment tools will also be engaged in APS. This tool will expand the depth of understanding we have regarding each student.

- **Virtual Schools**
  A virtual school suggests models of education aimed at delivery of instruction both inside and outside of the traditional classroom model. Major sub groups of this model would include professional development, online courses for credit, distance education, and alternative education. Opportunities for students from remediation to Advanced Placement are currently available.

Anywhere, Anytime Access – Learning has no temporal or physical constraints. Learning can occur at anytime. Our district needs to provide learning opportunities 24 hours a day, 7 days a week. Assuring that ALL students have equitable access to learning is critical to the success of schools today and in the future. Parent and community involvement must take on a completely different and more involved role in the everyday learning of students.

One example of an enabler of Anytime, Anywhere Learning is an Education Portal. An Education Portal would aggregate learning resources for students, instructional content for teachers, and administrative
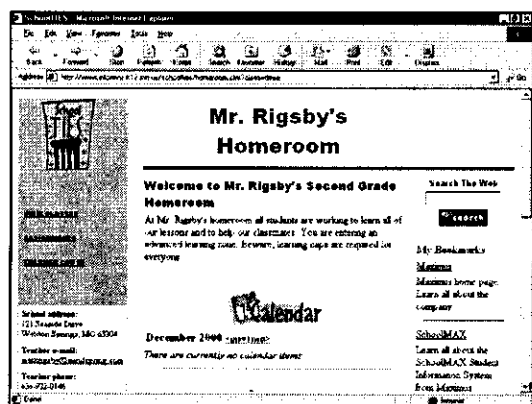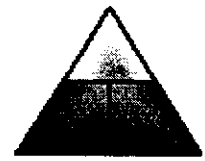
tools for schools, business administrators, and parents. It would offer all District constituents a way to support student achievement. Students will have unprecedented ownership of their education and the ability to further their learning anytime from anywhere.

Teachers will be able to provide students with access to a "virtual classroom" anytime, and tap into the best practices of educators anywhere. Schools, business administrators and parents will be better able to support student achievement by more effectively using the resources of the District and leveraging technology.

When APS completely enters the Transformation Stage, the three component concepts of student achievement: learner focus, high quality learning environment, and anytime, anywhere access will be seamlessly integrated. APS will have self-directed learners capable of employing all tools available to them to seek out knowledge and support a Learner Focus. These students will work in team-based situations, and support each other to achieve common and individual learning goals. Our educators' role will be that of a facilitator, researcher, and collaborator. They will facilitate a students desire to learn by being an integrated part of a High Quality Learning Environment. They will also work with other educators to disseminate the best practices of an interdisciplinary technology-infused curriculum and to integrate core competencies in all subject areas. All district stakeholders will have Anytime, Anywhere Access to District resources and information that supports both the Learner Focus and a High Quality Learning Environment.

2.2   MAJOR ACTIVITIES AND PROJECTS

This table contains the major activities and projects that directly impact student learning. Click on the project title to go to the project detail.

Project ID	Project Title	Supports District Goal:	Method of Support
SA-1	Purchased Virtual School Content	1: Students demonstrate academic excellence	Provides additional content for student advancement
SA-2	APS-developed Virtual School Content	1: Students demonstrate academic excellence	Provides additional content for student advancement
SA-3	Classroom software standards	1: Students demonstrate academic excellence	Provides standard classroom software for curriculum enhancement
SA-4	Handheld R & D – focused on students	1: Students demonstrate academic excellence	Investigates the options for student use of handheld devices to enhance the curriculum

Project ID	Project Title	Supports District Goal:	Method of Support
SA-5	Integrated Learning Systems (e.g., Novanet, CCC)	2: All ninth-graders graduate within 3-5 years of completing 8th grade	Provides supplemental curriculum to assure grade-level performance
SA-6	Student learning portal	3: All schools have a safe and secure learning environment	Provides stable and safe network infrastructure for student access to instructional resources